

Helps and Hints

Family Child Care Newsletter

Childhood Services

Arkansas State

University

2008

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Inside this issue:

Art & Creativity

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Special Section

And much more!

County Fair

Children in Arkansas don't have to go very far to come in contact with rural communities and farming. In the fall, some of our most popular agricultural events are the county, regional, and state fairs. Even though the carnival, rides, and special events have taken a prominent place in the advertisements, the foundation of all these fairs is still the farm and its many characteristics.

Fall is also harvest time and our rural families can get quite involved in gathering the crops and preparing for winter. This edition of *Helps and Hints* has ideas of how to bring the farm into your classroom or home plus ways to involve families in the uniqueness of the season.

Be sure to note the many announcements at the end of the booklet about various trainings and other professional development opportunities. If you aren't already, get involved with your local CCR&R or professional organization to keep up with the latest information in the early childhood field.



Start planning now!

Family Child Care Provider Training

May 16, 2009

ASU Childhood Services

615 University Loop East

Contact Jo Battle at 870-972-3055 for more information



Parent Involvement

We work daily to support and maintain positive relationships with the children we care for as well as their parents. We can also encourage our parents to think about the relationship they have with their children and the possible outcomes if those relationships are not fostered and cherished. It is often challenging to talk to parents about this issue unless they bring it up, but there are other ways to get our point across.

Many parenting websites are designed to mix "fun" ideas with positive messages. This presents factual information to parents with a minimum of threat or discomfort. In the section below are some of these websites, but there are too many to list them all here. Use your favorite search engine and seek out others that will assist you and your parents with educational activities, resources, and ideas to ponder when caring for young children.



Extra Helpers

- ☺ ChildCareExchange.com and sign up for Exchange Everyday Newsletter
- ☺ Children, Youth, and Families Education and Research Network — <http://cyfernet.org>
- ☺ <http://www.parenting.org>
- ☺ Parenting resources from the federal government — <http://www.usa.gov/Topics/Parents.shtml>
- ☺ The Children's Defense Fund — <http://www.ChildrensDefense.org>

An additional resource that you might find helpful for this and any other units:

www.preschoolexpress.com





Circle (Group) Time

☺ Let Me Think

This can be used during Circle Time for discussion or you can do it with a small group or individual in the book area. Ask the children, which is easier?

- to bake a cake or eat a cake?
- to feed a cow or milk a cow?
- to ride a horse or wrestle a steer?
- to can tomatoes or pick tomatoes?
- to march in a parade or play the trumpet?
- to make a shirt or string beads?

☺ Discuss with the children the reason for a county fair celebration. County fairs are a part of our cultural heritage. People can share their talents, opportunities for fellowship, and family togetherness.

☺ Show different kinds of milk products and discuss each.

☺ Make an animal feely bag. Use plastic animal figures. Show the items to the children before placing them in the bag. Let each child feel the objects and guess what they are. Vary the activity by asking each child to find a particular item, using only his/her sense of touch.

☺ Taste goat milk, cream, skimmed milk, whole milk, cottage cheese, sour cream, honey, butter, margarine, buttermilk. Smell sour milk.

☺ Post pictures of baking, showing eggs and milk next to a mixing bowl.

☺ Looking for Mother

Choose one child to be a baby pig and have that child leave the room. Have the remaining children pretend to be different mother farm animals, including one mother pig, and have the children make their animals' sounds while they walk around the room. Ask the baby pig to return to the room and look and listen for its mother. When the baby animal finds its mother, choose another child to pretend to be another baby animal. Continue the game until each child has had a chance to be a baby animal.



Art & Creativity

Benchmarks: Creative/Aesthetic Learning, Expression Through Art Forms and Activities 2.10-2.12

☺ **Homemade Finger paint**

Make your own finger paint for the children to use.

Cornstarch/Gelatin Finger paint

Soak 1 envelope of unflavored gelatin in 1/4 c. water.

Mix 1/2 c. cornstarch with 3/4 c. water to a smooth paste in a saucepan.

Pour 2 c. boiling water into saucepan, stirring constantly over medium heat until mixture boils and is clear.

Remove from heat and stir in gelatin mixture.

Add tempera paint for color.

☺ **Paint With Nature**

Use some things from nature as paint brushes, such as cabbage leaves, corn shucks, leaves, bones, etc. Tell the children to experiment and make a Pablo Picasso (the great abstract artist) picture. They do not need to make their picture look like anything, just put paint on the paper with feeling. If they want to give the picture a title, they can tell what the picture seems to be.

☺ **Paint Outside**

Let the children paint outside if the weather is pretty. They can sidewalk paint with colored soapy water and painter's brushes or on paper using rocks to hold the paper down so it won't blow away.

☺ **Horse Puppet**

Make a hole large enough for a finger in the side of a paper or Styrofoam cup. Lay the cup on its side with the hole down. Glue ear shapes cut from construction paper on top of the cup and add pieces of ribbon for a bridle. Use felt-tip markers to add eyes, a nose and a mouth. Place the puppet on your finger and let the puppet talk about horses. Encourage the children to ask the puppet questions.

☺ **Farmer Hats**

Provide the children with paper to cut into a very large oval shape for farm hats. Have them snip the hats to make the fringe. Vary the activity by having the children cut the hats from a pre-drawn pattern. Snip the fringe on them.



Art & Creativity

☺ Clay Animals

Make farm animals from clay. Roll a ball for the body, add another ball for the head. Add legs by rolling the clay into leg shapes. The animals can live in a red barn created by the class.

☺ Duck Finger Puppets

Let each child make a duck finger puppet shape. Cut eye shapes out of black construction paper and bill shapes out of orange construction paper. Have the children glue the eyes and bills on their duck puppets. Then bend and tape the tabs together on each child's puppet to complete.

☺ Pig Puppets

Let the children paint paper plates light pink or tan to use for pig faces. Have them cut ear shapes and circles for noses out of a darker shade of pink construction paper (or use pink felt, wallpaper or fabric). When the plates have dried, have the children glue on the ear and nose shapes. Have them each glue two circles punched out of black construction paper with a hole punch on their pig noses for nostrils. Have them glue on larger circles for eyes. Attach popsicle sticks to the back of the pig faces for handles. Extension: Read or tell the story of the Three Little Pigs and let the children act out the movements with their pig puppets.

☺ Buttermilk Chalk Picture

Using hands or brush, cover paper or cardboard with two or three tablespoons of buttermilk. Dry hands and then paint with colored chalk. It dries and does not rub off readily.

☺ Grazing Cows

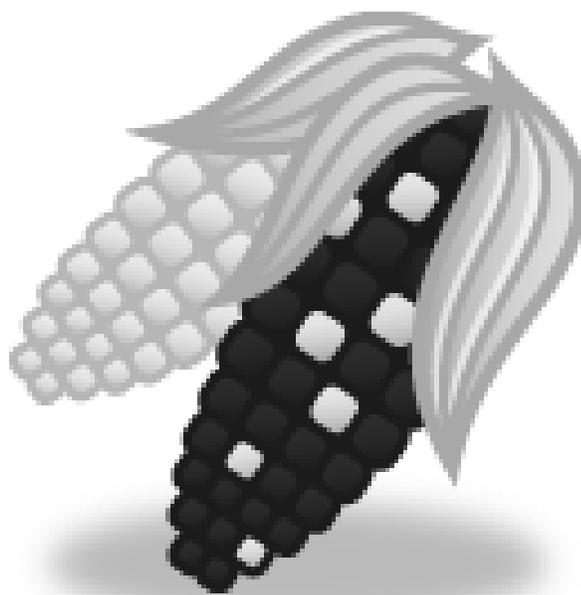
Let the children cut cow shapes out of construction paper and glue a cow on a piece of blue construction paper. Glue blades of grass on their pictures or bring cut construction paper.

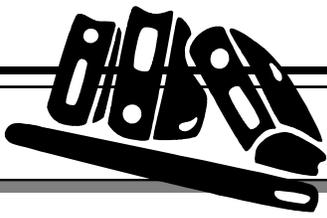
☺ Help the children trace around one hand on a piece of construction paper, manila paper, or tagboard. Let them carefully cut out the hand. Have the children glue cotton balls all over sheep or lambs cut from construction paper. Add an eye and other details.



Art & Creativity

- ☺ Spread out the butcher paper on a table or floor covered with a plastic drop cloth or newspapers. Let children paint a background on the paper, making it look like brown ground and blue sky. Let it dry. Have the children draw and color or paint farm animals. Then, they may cut out the animals to glue or tape on the painted background. Add a barn, fence, and other farm buildings if desired.
- ☺ Clean and save empty roll-on deodorant bottles. Gently pull off the plastic roll-on applicators and fill the bottles with different colors of tempera paint. Tightly replace the plastic applicators. Let children explore with rolling the paint across large sheets of paper. Encourage them to mix the colors by rolling one color over part of another color on the paper. You may provide large manila paper cutouts of farm animals or buildings for the children to paint.
- ☺ Put tempera paint in the meat trays. The children dip corn cobs in the tempera paint and paint designs on the manila paper. Encourage them to use the side of the cob and roll designs. Let the children dip the top of the cob in the paint and discover what designs they can make using only the top.
- ☺ Cut large pig shapes out of pink butcher paper. Give each child a pig shape with a small amount of brown finger paint in the center of it. Let the children cover their pig shapes with the brown finger paint "mud."





Language Arts

Benchmarks: Language 5.2-5.10

☺ **Talk Pictures**

Have pictures of rodeos, carnivals, exhibits, and parades.

Display pictures of pies, cakes, and cookies someone might enter in the fair.

Display pictures of livestock—cows, pigs, and horses.

Display pictures of poultry—chickens, ducks, geese, etc.

☺ **Simple Simon**

Add an apron and play dough pies to the book area. Let the children act out the nursery rhyme, Simple Simon.

☺ **Farm Animals**

For an open ended language experience, read the story below out loud and let one child fill in all the blanks or let the children take turns filling in the blanks. Accept all answers as "correct," even the silly ones, to foster children's problem-solving skills, creativity and positive self-esteem.

One day I went to visit a farm.

There were animals everywhere.

The largest animal I saw was a _____.

The wiggliest animal I saw was a _____.

The smallest animal I saw was a _____.

The loudest animal I saw was a _____.

The fluffiest animals were the _____.

The nicest animal was the _____.

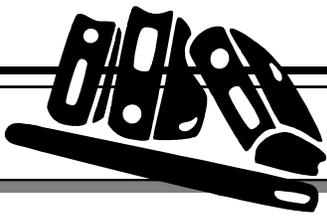
I went for a ride in a _____.

If I could choose one of the animals to take home,

I would choose the _____.

☺ **Farm Animals**

Label and describe farm animals in the farm. Discuss the noises they make and the products we get from them. Include the many animals found on a farm. Sing "Old MacDonald Had a Farm" and have the children supply the names of the animals and the animal noises. Use farm animal toys or pictures as visual cues. Encourage sequencing skills by having the children repeat the animals and noises in sequence with each verse.



Language Arts

☺ **What We Get From the Farm**

On the flannel board, table, or floor, display pictures of various farm animals. Include a cow, pig, chicken, and a sheep. Show the children pictures of products we get from the various animals. Label and discuss each picture and let the children decide which farm animal the product comes from. Pictures might include milk, cheese, ice cream, yogurt, meat, bacon, ham, sausage, eggs, wool clothing and blankets.

☺ **Farm Animals and their Young**

Using figures or pictures of farm animals, show the children only the adult animals. Then show the figures or pictures of the baby farm animals. Have the children pair the babies with the adults. Label the baby animals. Sing "Old MacDonald" using the names of the baby animals. Use the baby animal figures or pictures as visual cues.

☺ **Animal Noises**

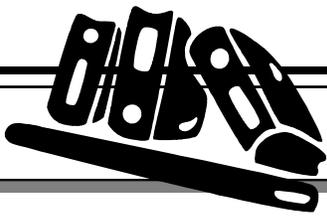
Play the game, "What animal am I thinking of?" Give the clue, "I'm thinking of an animal that says moo, what animal am I thinking of?" Children may need additional clues, e.g., "You get milk from me." Continue with all the farm animals previously discussed. Visual clues may be necessary.

☺ **The Farmer's Jobs**

Begin learning about the jobs of the farmer by reviewing what each child's mother and father's jobs are. Discuss jobs at home and at "work." Lead the children into a discussion of the farmer's jobs by asking leading questions such as "Who feeds the animals? Who drives the tractor? Who plants the corn, beans, etc.? Who harvests the foods?" If possible, show pictures of the farmer doing various jobs. Role-play the farmer's jobs while singing "The Farmer in the Dell," but substitute the verses.

☺ **Animal Directions**

Using a play farm, have the children follow directions with animal figures, e.g., "Put the cow behind the barn, put the pig between the chicken and horse, put the duck beside the goat, and put the cow in front of the horse." Make up additional directions with the barn and animal figures. Vary this activity by using vegetables or spring objects.



Language Arts

☺ **Who's Hiding?**

Collect an assortment of small plastic farm animals. Set out three of the animals for the children to look at, naming the animals as you go. Have the children close their eyes while you take away one animal and hide it behind your back. Then say, "Open your eyes and look and see. What animal's hiding from you and me? Have the children look at the animals that are left and try to guess which one is missing.

☺ **Animal Product Match-Up**

Display pictures of farm animals. Put products we get from the animals into the feely bag. Examples might include an egg, a small carton of milk, a piece of wool, etc. Ask each child to find an object, e.g., "Find what comes from a chicken." The child can then match his/her object to appropriate picture.

☺ **Farm Animal Booklet**

Have each child draw pictures of farm animal, one each day. Save the pictures to create a book. The activity can be extended by having the children dictate a sentence about each animal for you to write. The children will enjoy reading their own books.

☺ **Silly Pictures**

Prepare laminated pictures of farm animals with missing parts. The children must guess what part of the animal is missing. If possible, have children fill in the missing part. The picture will be reusable if laminated.

☺ **Graphing**

When learning about the farm, vote on the children's favorite farm animal and graph the responses. When learning nursery rhymes, graph the children's favorite nursery rhymes about animals. Compare votes and discuss results using the words more and less.

☺ Hang pictures of farm activities including a farmer milking cows and harvesting crops to feed livestock. Also include pictures of hens, eggs, pigs, and other farm animals.



Fingerplays

Benchmarks: Creative/Aesthetic Learning, Expression Through Art Forms and Activities 2.10-2.12

☺ **Bake a Cake for the Fair**

Mix the batter, stir the batter
Shake some flour in.
Mix the batter, stir the batter
Place it in a tin.
Sprinkle little raisins on
Pop batter into bake
Open wide the oven door
And out comes a little cake.

☺ **Riding**

I like to ride on a gallopy horse
Gillopy, gallopy
Trot, trot, trot

☺ **Taking a Walk**

Taking a walk is so much fun
We look at all the lovely trees
We won't hurry, we won't run
We watch the birds and bees.

☺ **Falling Leaves**

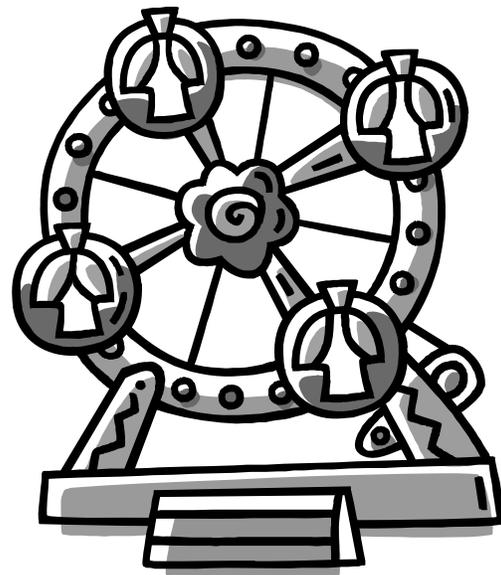
The little leaves are falling down.
Round and round, round and round,
The little leaves are falling down.
Falling to the ground.

☺ **Apple Tree**

Away up high in the apple tree
Two red apples smiled at me,
I shook that tree as hard as I could
And down they came
I took them the to the Fair they looked
so good!

☺ **Simple Simon**

Simple Simon met a pieman going to the Fair.
Says Simple Simon to the pieman
Let me taste your wares.
Says the pieman to Simple Simon
Do you have a penny?
Says Simple Simon to the pieman
No I have not any.



☺ **Riding the Merry-Go-Round**

Ride with me on the merry-go-round
Around and around and around.
Up the horses go, up!
Down the horses go, down!
You ride a horse that is white
I ride a horse that is brown
Up and down on the merry-go-round
Our horses go round and round.

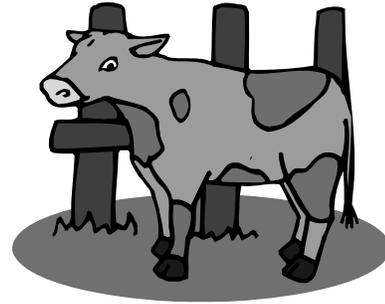


Fingerplays

☺ This Little Calf

(Hold up one hand, fingers erect, bend one finger each line).

This little calf eats grass
This little calf eats hay,
This little calf drinks milk
And this little calf runs away.
This little calf does nothing
But lie and sleep all day!



☺ The Farm

The cows on the farm go, moo-oo, moo-oo
The rooster cries, Cock-a-doodle-doo.
The big brown horse goes, neigh, neigh.
The little lamb says "baa" when he wants to play.
The little chick goes, peep, peep, peep.
The cat says "meow" when she's not asleep.
The pig says "oink" when they want to eat.
And we say "Hello" when our friends we meet.

☺ Where is Farmer?

(Sung to "Where is Thumbkin?")



Where is Farmer?	(hands behind back)
Where is Farmer?	(hands behind back)
Here I am	(hold up left thumb)
Here I am	(hold up left thumb)
How are you today sir?	(hold up right thumb)
Very well I thank you.	(hold up left thumb)
Run away,	(left hand behind back)
Run away.	(right hand behind back)
Repeat:	
Where is Chicken?	(use pointer fingers)
Where is Mr. Cow?	(use middle fingers)
Where is Ms. Pig?	(use ring fingers)
Where is Mr. Horse?	(use little fingers)



Fingerplays

☺ If I Were a Horse

If I were a horse, I'd gallop all around. (slap thigh, gallop in a circle)
I'd shake my head and say, "neigh, neigh." (shake head)
I'd prance and gallop all day long.

☺ Come, Pet My Pony

Come, pet my pony (children stand in a circle)
Beauty's her name (move around in a circle while galloping like horses)
You'll love her soft nose.
And her long, shaggy mane. (shake head)
She'll nibble the palm gently (stop moving and stretch hand out)
Of your hand in a minute (palm up)
If only you hold
Something sugary in it! (stretch hand out all the way)
And, yes, you can ride her, (gallop in a circle again)
But DO hold on tight. (hold "reins")
I don't think she'll buck,
But you can't tell—she MIGHT! (stop suddenly and jump)



☺ This Little Pig

This little pig went to market (point to one finger at a time)
This little pig stayed home
This little pig had roast beef,
This little pig had none
This little pig cried, "Wee, wee, wee."
And ran all the way home.

☺ Five Little Pigs

This little pig makes an "oink, oink" sound
This little pig is fat and round.
This little pig roots all around,
With his piggy snout, he digs up the ground.
This little piggy has a curly tail.
He eats his lunch from a shiny pail.
This little pig doesn't seem to care.
If any of the other pigs get their share.

(Make pigs of black felt. Point to each one as you say the rhyme with the children).

(Or hold up five fingers and bend each down as verse progresses.)



Sing, Song, Sway

Benchmarks: Creative/Aesthetic Learning, Expression Through Art Forms and Activities 2.10-2.12

☺ **Cowboy Hat, Rope, and Music**—Put a cowboy hat and rope in the Music Center along with cowboy music. Let the children swing the rope in time to the music.

☺ **Song Chart**— Make a song chart for the children for "The More We Get Together." Be sure to illustrate with pictures. Add the cord to sing along with or an instrument to play as they

re-
sing:

The More We Get Together

The more we get together, together, together,
The more we get together, the happier we'll be.
For your friends are my friends
And my friends are your friends.
The more we get together, the happier we'll be.



☺ **Instrumental Song Book**— Make a song chart for instruments. Draw the instruments on a chart like you want the children to use them. For example, the following song is for sticks and bells and the tune I had in mind was "The More We Get Together." You can use whatever instruments or tune you have in mind.

☺ I've Been Working on the Farm

Sung to: I've Been Working on the Railroad

I've been working on the farm, all the live long day.
I've been working on the farm,
Just to pass the time away.
Can't you hear the cows mooing?
Watch the tractor mow the hay.
Look at all the vegetables growing
On this nice sunny day.



☺ Have You Ever Seen a Farmer?

Sung to: Have You Ever Seen a Lassie?

Have you ever seen a farmer, a farmer, a farmer,
Have you ever seen a farmer go this way and that?
Go this way and that way, Go this way and that way,
Have you ever seen a farmer go this way and that?

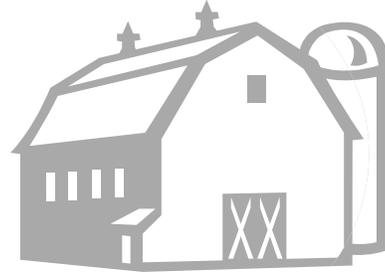


Sing, Song, Sway

☺ Take Me Out to the Barnyard

Sung to: Take Me Out to the Ball Game

Take me out to the barnyard
Take me out to the barn.
Show me the cows, pigs, and horses too.
I hear an oink and a neigh and a moo.
There are chickens pecking on the ground
If they see them, it's a shame.
Oh, it's one, two, three eggs today,
And I'm glad I came.



☺ To The Farm

Sung to: Twinkle, Twinkle, Little Star

Chicks, kittens, baby pigs too,
Donkeys, horses, calves that moo.
Goats that eat grass down by the barn
Ducks that quack quack all day long.
All these animals you can see.
If you visit the farm with me.

☺ Farm Animals

Sung to The Farmer in the Dell

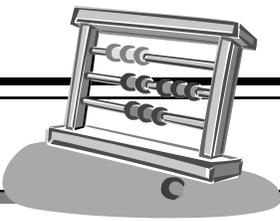
The cow says moo,
The cow says moo.
The cow make good milk for you
The cow says moo.

The pig says oink,
The pig says oink.
And when he walks you'll see him wobble
The pig says oink.

The horse says neigh
The horse says neigh.
She walks about on her four legs
The horse says neigh.

The duck says quack
The duck says quack.
The pond is where you see them swim
The duck says quack.





Math and Manipulatives

Benchmarks: Cognitive/Intellectual Learning—Mathematics and Science 3.10, 3.13, 3.15

☺ **String the Beads**

Provide different colored beads for the children to string. They can be large wooden beads or smaller beads for older children. If you do not have beads, the children can string pieces of plastic straws.

☺ **Lacing Cards**

Cut and color some pictures such as cowgirls or cowboys, pigs, quilts, blue ribbons, canned tomatoes, etc. Glue on heavy paper and cover with clear contact paper. Punch holes around the picture. If you want the activity for younger children, make fewer holes than for older children. Add heavy cord for lacing the card.

☺ **Quilt**

Cut shapes to fit together to make a quilt. Let each child draw a design on their individual quilt square.

☺ **Tractors**

Have the children cut rectangles and circles from drawn shapes. Have them assemble them into a tractor. The tractors can be decorated with crayons or markers.

☺ **Grouping and Sorting by Association**

Use plastic animals. Classify by their outer coverings, by their products, by their homes. Sort into boxes labeled with a picture of that animal.

☺ **Seriating**

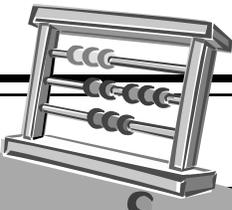
Cut paper towel rolls used for fence poles or straws into graduated sizes. Have the children arrange the pieces in order from smallest to largest or largest to smallest.

☺ **Find a Set**

Prepare a set of cards, each one containing a numeral from one to nine. One at a time, have the children choose a card and find that number of different objects, e.g., nine cows, horses, pigs, etc.

☺ **Egg Guess**

Put differing numbers of eggs in a basket. Have the children guess (estimate) how many eggs are in the basket. Count them to see whose guess was the closest.



Math and Manipulatives

😊 **Animal Arithmetic**

Use farm animal patterns. Cut several farm animal shapes out of felt. Place a piece of yarn on flannel board in a circle or a square to represent a fenced area. Then place the animal shapes on the flannel board. Have cards with the number 1-10 and dots to represent each number. A child draws a number card and places that many animals inside the fence. This may be played by two children.

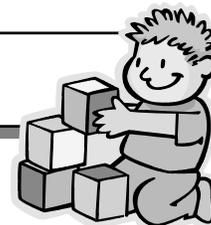
😊 **Farm Animal Match-Up**

Divide a large index card into six equal boxes. Place a different farm animal sticker in each box. Repeat on a second card, using the same animals. Cut one of the cards into six squares. Let the children take turns selecting one of the squares and placing it on top of the matching box on a large card.

😊 **Mother and Baby Animal Match**

Place pictures of mother animals on the right-hand sides of index cards. Place corresponding baby animal pictures on the left-hand sides of the cards. Cut each card in half with a zig-zag line to make a mini-puzzle. Mix up the cards and let the children find the matching animal pairs.

Block Center



Benchmarks: Experience Success 1.4-1.9

😊 **Judging Livestock**

Put toy animals—cows, sheep, pigs, and goats in the block area along with some blue ribbons. Let the children pretend to judge the animals. They may want to make some pens to keep their animals in before the judging.

😊 **Rodeo**

Add the toy horses and some fencing for the children to have a rodeo.

😊 **Trucking to the Fair**

Add the trucks and some hearty fruits and vegetables so the children can take them to the Fair. You may want to add some blue ribbons so they can judge the food.



Science

Benchmarks: Cognitive/Intellectual Learning—Mathematics and Science 3.19-3.25

😊 **Green Tomatoes**

Take a piece of aluminum foil and cut the letter T for tomato in the side. Wrap a green tomato in the foil so the children can see the side of the tomato where the T is. Ask the children to watch the tomato for a day or two and tell you when the tomato turns red. When they say the tomato is red, unwrap it and they will see that the sun has turned the exposed part red and the rest of the tomato is green. Leave the tomato unwrapped and see if the sun helps the tomato turn red.

😊 **Counting Cans**

If you do not have counting cans, make a set of cans 1-10 or 1-20 depending on the level of your children. Cover the set of same-sized cans with paper and put the numeral and the number it represents on each can. Do not put a whole set of cans out at once. This early in the year put out cans 1-4. Give the children a bowl of peanuts and ask them to put the correct number of peanuts in each can.

😊 **Food Sorting**

Bring hearty food for the children to sort, such as turnips, carrots, beets, potatoes, acorn squash, apples, oranges, peanuts. Things like tomatoes and grapes can not be handled much without becoming messy. Ask the children to see how many ways they can sort the food. For young children they may sort apples from oranges, as they get older they may sort according to color, shapes, fruits from vegetables, above and below the ground growing. If you take a Nature Walk, you might ask the children to sort the things they found in different ways.

😊 **Judging Dried Fruit**

Have 3 types of dried fruit on separate plates with a cup behind each plate. Your dried fruit might be raisins, apples, peaches, bananas, apricots, etc. Give each child a kernel of popcorn. Let the children taste 1 piece of fruit on each plate. Then each one puts his/her kernel of popcorn in the cup by the plate of favorite fruit. At the end of Center Time the fruit with the most pieces of popcorn in its cup is judged the best dried fruit and wins the blue ribbon.

😊 **Rodeo Stick Puppet**

Use a picture of a cowgirl or cowboy. Cut it out, color it and glue it on construction paper. Now glue it on a toilet paper roll so it will stand up in the block center. Let the children pretend they are at the rodeo.



Science

☺ Carnival

Set up the block area for Carnival games. You can have a ring toss, bean bag toss, and knock the milk cartons over with a Nerf ball game. You might want to have tickets on sale in Dramatic Play.

☺ Preserving Food

Discuss with children how we preserve food by canning and drying fruits and vegetables.

☺ Make Cottage Cheese

Heat 1 quart of milk to lukewarm. Dissolve rennet tablet in a small amount of the milk. Stir rennet mixture into remaining milk. Let stand in a warm place until set. Drain through a strainer lined with cheesecloth. Bring corners of cloth together and squeeze or drain mixture. Rinse mixture with cold water and drain again. Add a little butter and salt.

☺ Make Pudding

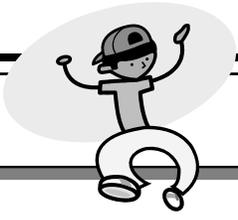
Pour hot milk into a plastic container. Add instant pudding mix. Seal container, then shake. Let pudding cool before eating.

☺ Show a piece of wool. Let the children feel and smell it. Ask them which animal gives us wool.

☺ Furry Friends

Use potatoes shaped like various animals. Scoop out a hole in the "animal's" back. Fill the hole with soil, plant quick-growing seeds such as cress, mustard, or grass seeds, and keep it moist. Decorate the animals by using toothpicks or matchsticks for legs. Cut ears, eyes, and mouth out of paper. Use yarn or pipe cleaners for a tail.





Gross Motor

Benchmarks: 4.9, 4.11, 4.12, 4.13

☺ Farmer in the Dell

The children will enjoy playing this favorite game. The game can be extended by adding animals and vegetables to the verses. Each child can think of a different item to add, e.g., The farmer takes a cow, the cow takes a chicken, etc.

☺ Musical Farm Animals

Spread pictures of farm animals on the floor in a large circle. Play music. When the music stops, each child must be standing on an animal and imitate the sounds the animals make.

☺ Imitate how animals walk.

☺ Let the children pretend to be horses by providing stick horses.

☺ Musical Farm Animals

Spread pictures of farm animals on the floor in a large circle. Play music. When the music stops, each child must be standing on an animal.





Cooking and Children Mix Well

Benchmarks: Cognitive/Intellectual Learning—Mathematics and Science 3.13-3.15; Physical Development: Health and Nutrition 4.3-4.5

☺ **Simple Simon's Pie**

You will need to bake these, so write the children's names on individual pieces of aluminum foil (5 in. sq.) You can let the children put their pies on these and then put them on a large cookie sheet to bake in the oven at 350° for 15 minutes or until done. Put waxed paper down for the children to roll their biscuit on. Be sure to illustrate your recipe.



Simple Simon's Pie

Wash Hands.

Find your foil.

Take 1 canned biscuit and roll it flat.

Put it on your foil.

Spread 1 Tbsp. fruit spread on top.

Put on cookie sheet for teacher to cook.

☺ **Celery Wagon Going to the Fair**

This individual recipe should be easy for the children to construct. Young children may have trouble getting the toothpicks into the carrots, so the teacher can push the toothpicks into the carrots and let the children push them into the celery. Be sure to illustrate your recipe. Put on chart.

Celery Wagon

Wash hands.

Find your plate.

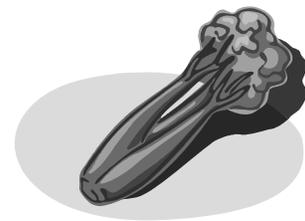
Put 1 piece of celery on your plate.

Take 4 pieces of carrots on the celery like wheels.

Put 1 Tbsp. Cream Cheese in the celery (or cheese, etc.)

Put 4 olives in the wagon (or raisins, etc.)

Save for snack.





Cooking and Children Mix Well

☺ Snacks from the Farm

Cheese, yogurt, ice cream, macaroni and cheese, eggs, egg salad on crackers, deviled eggs, hot dogs, pigs in a blanket, chicken salad, lunch meats, cut up vegetables and dip—cucumbers, zucchini, carrots, celery, tomatoes, corn, popcorn, beans, peas, oat products such as oatmeal cookies, muffins, bread, and cereal, wheat products such as whole wheat bread, crackers, cookies, and corn products such as bread, corn muffins, corn dogs, carrot cake, zucchini bread and muffins.



☺ Pigs in a Blanket

- 1 package refrigerator crescent roll dough
- 1 package hot dogs
- 2 slices American cheese

Divide crescent rolls into 8 triangles. Cut each slice of cheese into 4 strips. Cut the hot dogs down the center, not all the way through, and place a piece of cheese into each slit. Put the hot dog on the wide end of the triangle dough and roll-up. Put on cookie sheet, seam side down. Preheat oven to 375°. Bake 10-15 minutes until dough is lightly browned and the meat is warmed through.

☺ Milking!

3/4 cup milk per child, teaspoon for each child, chocolate drink mix. Wash hands. Have the children sit at table with spoon and their cup of milk. Pass around the mix and let each child carefully measure out and add to the milk to proper amount of mix for one glass. Stir well. As children wait for all to finish: 1) sing "This is the Way we Stir our Milk" (Tune: Mulberry Bush); 2) discuss where milk comes from: "Does milk come from any animal besides a cow?" Enjoy the drink together when all have finished mixing.

- ☺ Serve animal cookies and milk at snack-time.
- ☺ At snack or mealtime, have children eat scrambled, deviled, or hard-cooked eggs.
- ☺ Serve cheese wedges, cottage cheese, and a variety of milk and juice drinks at snack-time.
- ☺ Talk about source of foods and make up guessing game as you eat.



Dramatic Play



Benchmarks: Creative/Aesthetic: Expression Through Art Forms and Activities: 2.1-2.3

☺ **Going to the Rodeo**

Have a cowboy hat, boots, and bandana for dress up for the rodeo, or for being in the parade.

☺ **Baking for the Fair**

Provide play dough in the dramatic play area and ask the children to bake bread, cookies, pies, and cakes to enter in the Fair.

☺ **Home Economics Exhibit**

Let the children bring homemade items from home or let them use things they have made in school and display these items in the dramatic play area. They should not be breakable or valuable because they might get damaged. Provide blue ribbons. Let the children display them and put blue ribbons next to the things they like.

☺ **Tickets to the Carnival**

Set up a cash register with money and tickets. Let the children sell tickets to the carnival in the block area.

☺ Put "milk bottles" (bowling pins) or unbreakable juice containers that resemble milk bottles in a painted soft drink carrier. Carrier can be used by a child pretending to be a milk deliverer. Child may also wear a cap.

☺ Add empty milk cartons and/or dairy product container or pudding cans with for safety. If possible choose labels showing whole food in natural state.

☺ **Three Billy Goats Gruff**

Read the story of the Three Billy Goats Gruff several times throughout the month until children become familiar with it. Encourage children to tell their own version as they look at the pictures in the story. Allow them to suggest possible props they might like to use to help them retell the story, e.g., blue kraft paper to represent water under the bridge, a classroom slide to be the bridge, green kraft paper to be the grassy meadow, etc. Children will enjoy changing the tone and quality of their voices as they take on the different roles of billy goats.



Sand and Water

☺ Sand Matching

Outline several vegetables on a piece of construction paper. Hide these vegetables in the sand. Ask the children to dig up the vegetables in the sand. Ask the children to dig up the vegetables and match them to their outline. When they are finished they can bury the vegetables again.

☺ Sand Rodeo

Add small plastic horses and fencing to Sand so they can pretend to have a rodeo.

☺ Scrubbing Vegetables

Add vegetables to the Water Area and a brush. Ask the children to clean the vegetables to take to the Fair. You may want to use a pan of water because it will be dirty.

☺ Duck Pond

Have floating plastic ducks, boats, or Styrofoam cutouts in the Water Area. Write a number on the bottom. Let the children pick a duck and say the number.

☺ Wash the animals.

☺ Place small animals in the water. See how many animals can be captured in one scoop of the net.

☺ Draw around animal shapes.

☺ Add animals, buildings and people.

☺ Make animal tracks in the sand.



Dramatic Play



☺ As the children sing "Old MacDonald" two or three children pretend to be an animal mentioned. Take turns and sing enough verses to allow all children to participate.

☺ Let the children take turns being the farmer caring for the animals, feeding them, and putting them in their pens. Put chairs together to make imaginary pens for the animals.



Books Worth Reading

Benchmarks: 1.19 Works cooperatively with others on completing a task

WSS: Domain: Personal and Social Development Component: Interaction with Others Performance

Indicators: 1: Interacts easily with one or more children. 2: Participates in the group life of the class

<u>Books</u>	<u>Author</u>
County Fair	Laura Ingalls Wilder
Fun at the County Fair	Dena Neusner and Tommy Stubbs
Pigs at Odds: Fun with Math & Games	Amy Axelrod
Only One	Marc Harshman, Barbara Garrison
Pigs	Robert N. Munsch
Pigs	Gail Gibbons
If You Give a Pig a Pancake	Laura Numeroff
If You Give a Pig a Party	Laura Numeroff
The Three Little Pigs	James Marshall
Horses!	Gail Gibbons
Click, Clack, Moo: Cows that Type	Doreen Cronin
Kiss the Cow!	Phyllis Root





Special Section

Disaster Preparation Training

Disaster training designed to ensure both center-based and family child care are prepared to respond to unforeseeable situations in order to be able to continue to serve the children and families who depend on them.

November 13, 2008—Blytheville, AR 6:30-9:00 pm
November 11, 2008— Jonesboro, AR 9:00 am– 12:00 pm
Register online at <http://professionalregistry.astate.edu>

For more information on other Family Child Care Provider Training sites and dates, contact:

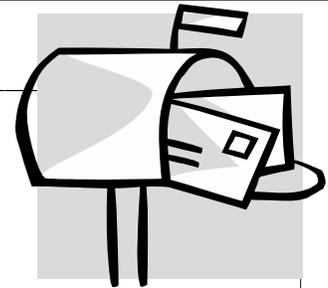
Early Care and Education Projects
College of Education and Health Professions
University of Arkansas

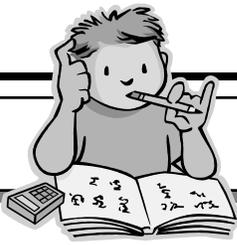
Marietta Baltz, M.S., Training Advisor
Early Care and Education Projects
1 University of Arkansas
333 West Avenue Annex
Fayetteville, AR 72701-1201
800-632-8754 or 479-575-4289
mbaltz@uark.edu



Suggestions? Ideas? Questions?
Feel free to send us your feedback!
Email: kmurphy@astate.edu

Mail: Childhood Services PO Box 808 State University, AR 72467





Training Announcement

CPR and First Aid Training

November 15, 2008

Time: 9:00 am-3:00 pm

Location: ASU Childhood Services

615 University Loop East

Arkansas State University

Sponsored by ACQUIRE
(ASU Childhood Services Quality Institute for
Resource and Referral Education)

And

LIFECO Plus
Diana Boutton, RN



FAMILY CHILD CARE PROVIDER TRAINING

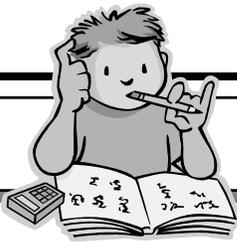
May 16, 2009

9:00 am-4:00 pm

615 University Loop East

Arkansas State University (Jonesboro)

Family Child Care Provider (FCCP) is a basis orientation training for family child care providers. It is required for newly licensed and registered providers within the first six months of being licensed or registered. It is also useful for providers who would like a refresher course in the basics of family child care.



Training Announcement

Child Care Resource and Referral Agencies provide information daily to parents and businesses to assist families in locating quality child care.

Let us help you fill your available child care slots. Call your local child care resource and referral agency when you have openings and inquire about other services that we provide.

Child Care Resource and Referral Agencies listed below.

Northwest Arkansas Child Care
Resource and Referral Center

(479) 751-3463
1-800-KIDS-LOG

Counties Served: Benton, Carroll,
Crawford, Franklin, Johnson, Logan,
Scott, Sebastian, Washington, Yell

CHILDREN of North Central
Arkansas

(870) 793-5233
1-800-737-2237

Counties Served: Cleburne, Fulton,
Independence, Izard, Jackson, Sharp,
Stone, Van Buren

ASU Childhood Services Quality
Institute for Resource and Referral
and Education

(870) 972-3055 x 2365

Counties Served: Clay, Crittenden,
Cross, Greene, Craighead, Lawrence,
Lee, Mississippi, Monroe, Phillips,
Poinsett, Randolph, St. Francis,
Woodruff

Jefferson Comprehensive Care
Systems, Inc.

Child Care LINKS
(870) 536-0520

Counties Served: Jefferson, Grant

Division of Child Care and Early
Childhood Education

(501) 682-9699
1-800-445-3316

Counties Served: Statewide

Child Care Connections, Inc.

(501) 374-0330
1-866-374-5439

Counties Served: Lonoke, Pulaski,
Saline